

RELATIONSHIP BETWEEN ELEMENTS OF JOB ENRICHMENT AND ORGANIZATIONAL PERFORMANCE AMONG THE NON ACADEMIC STAFF IN NIGERIAN PUBLIC UNIVERSITIES

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Abstract:

Job enrichment has become an essential aspect in motivating employees for better and greater performance through a mutual sense for skill variety, task identity, task significance and autonomy. The main objective of this study is to investigate the relationship between the elements of job enrichment and organization performance among the non-teaching staff in Nigerian public universities. Descriptive research method was adopted for this study using one hundred and ninety seven (197) valid questionnaires which were completed by selected public universities in Ogun State, South-West Nigeria. A stratified and simple random sampling techniques were adopted for the study. The data collected were statistically analyzed in a significant manner. The result of the findings revealed that there are positive correlation between job depth, on the job training and core job dimension elements of the job enrichment and workers/organizational performance while there was no correlation between motivators' elements and performance. Hence, increased recognition of task significance will stimulate the employees to further raise their commitment towards the attainment and realization of the goal and objectives of the institutions/organizations.

Keywords: Job depth, Core dimension, Motivator, Training, Task identity, Task significance, Job enlargement

1. Introduction

The concept of Job enrichment has become a fundamental tool for management in improving employees' motivation and organizational growth. It occurs when an employer through development and intensification, placed extra amount of work on employees with the aim of making it more interesting, meaningful and increasing job challenge and responsibility. Jobs are enriched to motivate employees by adding to their responsibilities with a greater need for skill varieties in their jobs. Due to the rapid change in environment and

increasing level of competitive rivalry, organizations are now beginning to shift from the traditional ideological orientation of seeing money as the greatest motivating factor to a situation where workers today will continue to value their work, have more control in scheduling their work and deciding how best the work should be done and to be esteemed for the work they do (Bratton, 2007 & Hower, 2008). In job enrichment, workers derive pleasure and fulfilment in their position with a greater variety of skills (Kamal; Chris; Patterson; Robinso; Stride; Wall & Wood, 2008) and tasks that requires self-

sufficiency (Behson, Eddy, & Lorenzet, 2000). Job enrichment, according to Leach and Wall (2004) is a design of job that increases the volume of employees' autonomy, control, skill varieties and responsibility which invariably helps to reduce rigidity, tediousness, lack of creativity and employees dissatisfaction. Frederick Herzberg in the 1950s developed and sees job enrichment as 'vertical loading' of a job (Davoudi, 2013). This means that an enriched job should provide a range of tasks to be done with adequate Feedback mechanism, encouragement and communication. Leach & Wall (2002) posited that Job Enrichment is a vertical expansion of tasks with increase in employee control and responsibility. It is a vertical expansion Job enrichment is the systematic technique of "harnessing work processes and procedures for stimulating employees' performance and satisfaction" (Robbins & Judge, 2011). This implies that workers can sense job dissatisfaction when they realize their jobs lack necessary challenge(s), lack of adequate recognition, respect, creativity and other motivators, repetitive procedures, or a highly bureaucratic and over-controlled authority structure. Job enrichment, according to Kotila (2001) is a job design technique that is useful in providing autonomy and encouraging employees' initiative towards high quality performance and job excellence. Mione (2004) sees Job enrichment as a managerial activity intended to provide employees with the necessary resourcing strategies to facilitate skill development opportunities. Ralph Brown (2004) concluded that enriching job brings about internal work motivation and not just more work for them to do. Hence, Job enrichment serves as a roadmap to job fulfilment by improving the level of employees' responsibility, acknowledgement, creativity, autonomy and control of the job to be performed in the organization. Job enrichment is a motivational need giving to an employee to increase the opportunity to optimally and effectively utilize his talents, abilities, and capacities

towards the realization of organizational objectives. Roe and Siegelman, 1964; &Brown, 2004) pointed out that the objectives of every organization becomes a dream and unrealistic if the workers' needs and requirements are not satisfied. The ability to attain and accomplish the goal of an organization is associated with the composition of tasks of an individual worker through a co-ordinated job design that will encourage performance using various motivational methods (Behson, Eddy, & Lorenzet, 2000) and training programmes (Kotila, 2001).

The principle of job enrichment in the practice of human resource management has tremendously been seen as a dynamic process of increasing the work structures and processes with an environment that gives room for autonomy, flexibility, personal growth and satisfaction to the workplace (Aguinis, 2009). Several studies have indicated that when tasks are routine, monotonous, repetitive and unrewarding with an over controlled authority structure, workers tend to be highly dissatisfied, bored and demotivated. Job enrichment in organizational development has contributed in reducing these demotivating factors by giving employees the right of decision making (Derek, & Laura, 2000), and control over their task in order to promote healthier performance to the workplace (Garman, Davis-Lenane, and Corrigan, 2003). Though Brown (2004) argued that "Job enrichment doesn't work for everyone". The principle of individual differences indicate that some people tend to assume more responsibilities which later leads to skill varieties, self-sufficiency, personal growth and satisfaction while others resist (Hower, 2008). However, it can be reiterated that job enrichment becomes effective, meaningful and interesting to employees provided the tasks will increase job satisfaction and productivity. A comprehensive understanding of "why" job enrichment is important for motivating workers to perform their tasks enthusiastically and relieve boredom will enable management in the public

institutions to adopt strategic techniques that will help employees to focus more on job depth in order to gain more control over their duties.

Statement of the Problem

The problems of boredom and job dissatisfaction which consequently result in workers' low productivity, delay in administrative performance, work stress, psychological breakdown, absenteeism and lateness and eventually withdrawal of services are common decimal in most public institutions. One possible reason for this development is that workers in these institutions view their jobs as dead ends and therefore have no pride in their work (Beatty and Schneier, 1981). To prevent losing such valuable workforce to competitors as a result of boredom and job dissatisfaction, Brown (2004) stated that job enrichment could be an excellent means. Therefore, this study was conducted to investigate the relationship between the elements of job enrichment and organizational performance. It also investigated the level at which these elements are present in the task structure among the non-teaching staff in Nigerian public universities. It is to this end that this paper raised the following research questions:

1. To what extent has workers' response to the elements of job enrichment influences their performance at work?

2. In what ways has the influence of an employee in the work environment (job depth) positively influences organizational performance?

3. What is the relationship between the motivators and organizational performance?

4. What is the significant relationship between on the job training and organizational performance?

Significance of the Study

This study which was conducted to determine how organizational performance could be improved through job enrichment. It would stimulate the interest and awareness of the employers

of labour in the public universities of the need to apply elements of job enrichment as additional motivational tool to stimulate the performance of the non-teaching staff in Nigerian public universities in Ogun State. The study would provide alternative motivational strategy to employers of labour in both private and public enterprises, leaders of units, head of departments, managers, administrators, job analysts and designers and others who use human resources as an important input in their operational activities and who have hitherto concentrated on the use of rewards and punishments (carrot and stick) as basic motivational tool in restructuring work to best match the employee to the job.

2. Literature Review

2.1 Concept of Job Enrichment

Job enrichment is seen as a process where management give increasing responsibilities which are often assigned to the superiors to the employees. This essence of this to help employees to build the sense of self management and self-sufficiency (Neil Kokemuller, 2008). Williams (2009) also posited that job enrichment is a fundamental aspect of stimulating the effort of employees by expanding job responsibilities and giving increased autonomy over the task processes and completion. Job enrichment is a systematic way of inspiring employees by giving them the opportunity to use a number of different types of skills and capabilities in performing a task. (Feder, B.J. 2000). Kotila (2001) added that Job enrichment leads to job satisfaction by increasing the level of responsibility and giving the sense of freedom, autonomy and opportunity for employees to decide what and how the job is to be performed and accomplished.

Job enrichment necessitates the practices that apportions greater responsibility for arranging, organizing, and designing work to the employees (Behson, Eddy, & Lorenzet, 2000) who actually produce product. Job enrichment develops jobs vertically (Robbins, S. P., & Judge, T. A. (2011) and increases the

variety of tasks in a job (Robbins, S. P., & Judge, 2011).. While job enlargement increases job scope. What this means is that job enrichment gives room for the employee to have greater control over their work. Rentsch and Steel (1998) asserted that the variety of tasks in an enriched job makes an employee to accomplish a given activity with increased sense of autonomy, individuality and responsibility (Kamal, et., al., 2008); and feedback should be given to allow employees to assess and evaluate the level of completion which is the end result of the task itself (Armstrong, 2010). Where jobs have been enriched, employee satisfaction tends to increase with a decrease in labour turnover and absenteeism (Saavedra & Kwun, 2000).

2.2 Elements of Job Enrichment

2.2.1 Core Job Dimension

The job itself is a predominant factor on job satisfaction. Jobs that are more involving, interesting, rewarding and challenging with optimistic features brings about higher level of job satisfaction. Several studies had also examined the relationship between the core job dimension and job satisfaction (Judge, 2003; Judge, Parker, Colbert, Heller, & Ilies, 2002; Loher, Noe, Moeller, & Fitzgerald, 1985; Saavedra & Kwun, 2000). Gardner & Pierce (1998) in his study identified the elements of core job dimension which includes task identity, skill variety, task significance autonomy and feedback influences the performance and commitment of employees. These dimensions are considered below:

1. Skill Variety

This is the first core job dimension which involves the number of different types of skills that are used in performing a task. It focuses on the degree to which a task challenges the job holder to use different kind of skills, abilities and talents. It is believed that when only one skill is adopted in performing tasks repetitively, it tends to bring fatigue, stress and boredom which will in turn affect their morale and productivity at workplace. Derek and Laura (2000), argued that movement of employees from one job to

another job within a particular organization and allowing them to adopt a variety of tasks in their work helps in avoiding repetitiveness, dullness and boredom. Several researchers added that the use of skill variety serves as a means of retaining and motivating workers for higher performance. Bratton (2007), also pointed that when a variety of skills are necessary to complete a task and those skills are perceived to be of value to the organization, employees find their work to be more meaningful.

2. Task Identity

The second dimension refers to the degree of seeing the completion and end result of the task itself. The task identity becomes relevant when a task is completed and employees can actually attribute the quality of their efforts (Cunningham & Eberle, 1990). For example, individuals who builds the entire product from beginning to the end will likely find their jobs to be meaningful and interesting than employees who just focused on a segment or element of a component part of a product (Mione, 2004).

3. Task significance

The third core job dimension focuses on how important the task is to the overall efforts of the organization or to the world at large. If employees can see that the task significance is very high, it will serve as a driving force and motivational tool for them to increase and exert more efforts on the job (Lynton & Pareek, 2000). Therefore, it becomes important for every organization to acclimatize the employees with how various part of the company works collectively, know what the end product is, what it does and who uses it (Fourman & Jones, 1997). The knowledge of this will then facilitate help them to see the importance of the tasks they perform.

4. Autonomy

the fourth core job dimension reflects the degree of liberty, freedom, independence, impartiality, objectivity and administrative ability the job holder has in accomplishing the task given to them. It can be pointed out that employees perform better when they have the freedom, autonomy and

opportunity to decide what and how the job is to be performed and accomplished (Kotila, 2001). Autonomy is seen as an integral aspect of motivating employees and giving them the sense to feel they are part of the organizational members and not just as a machine to be used and overhauled (Leach & Wall, 2004).

5. Feedback

Feedback is a unique and very important aspect of career development which entails a regular review of the performance of employees in the organization (Caruth & Humphreys, 2008) but doesn't stop there but goes further to communicate back to the employees (Sole, 2009). This employee's evaluation through a good feedback mechanism as to a larger extent help employees to know how they are progressing within the organization in carrying out their duties, tasks and responsibilities this feedback can be made available on a daily, weekly or monthly basis (Lee, 2005). Feedback should be given to rates on their overall progress within the organization (Caruth & Humphreys, 2008). Such feedbacks should not be delayed but should be timely and specific. It is part of the rights of employees to know how they are progressing within the organization in carrying out their duties, tasks and responsibilities (Gupta & Upadhyay, 2012) and get feedback in return which should not just be on a yearly basis but also as frequent, timely as possible. Feedbacks leave room for improved competitive positioning (Sole, 2009) and organizational performance (Roberson & Stewart, 2006). If it is done, there is the high possibility of this feedback raising an inner drive within the employee and motivating him to do more or increase his level of performance to the organization which in turn will lead to an improved and better competitive positioning for an organization. In analysis of 67 reasons taken from exit surveys done by employees who are changing jobs in various industries in the US, (Branham, 2005) narrowed down the causes of exit to what he referred to as "hidden reasons why employees leave". These included;

too little coaching and feedback, few growth and advancement opportunities, feeling devalued and unrecognized, stress and overwork from work-life imbalance, and loss of trust and confidence in senior leaders. It was observed from the study of Mone & London (2010) that the absence of feedback mechanism generate job dissatisfaction among employees as they see the system as ineffective and unfair. However, it is very necessary that feedback mechanism constitute an integral part of job enrichment and talent management process.

2.2.2 Job Depth

The job depth involves the variety of tasks in a job. It involves the planning, controlling and co-ordination of various activities in a particular task (Neo, 2000). Stone (2002) added that job depth is a means of outlining tasks and activities to be performed and assigning the tasks to employees within the organization. In the same vein, Armstrong, (2010) posited job depth facilitates how best to set schedules and plan work activities by understanding the job responsibilities, determining the suitable techniques for implementing the task and assessing the value of the work process.

2.2.3 Motivators

Herzberg's two factor theory provides a comprehensive analysis on factors that are associated with the job content (motivators) and job context (hygiene). He revealed that factors leading to job satisfaction is significantly different from those factors that brings about job dissatisfaction. The motivator factors are closely related to the feelings and attitudes of employees towards their job. Herzberg added that the motivator factors include the work itself, recognition, personal growth and advancement, a sense of responsibility and achievement. While the hygiene factors concentrate on the environment in which the job is performed. It also includes factors which include company policy and administration, working conditions, salary, and interpersonal relationship (Frederick, 1966). However, these factors also

expresses employees' feelings about the job but does not in any way contribute to motivation. And some studies added that when jobs are enriched workers tend to be highly motivated and this thereby help in reducing their intention to leave and absence from work (Fried & Ferris, 1987; Griffith, Horn, & Gaertner, 2000; Rentsch & Steel, 1998; Spector & Jex, 1991).

2.2.4 On The Job Training

Training has become a strategic tool in improving the competency and abilities of employees in every establishment of organization. Training, according to Palo and Padhi (2003) is seen as a continuous way of increasing employees' talents, knowledge, skills and in achieving corporate objectives (Palo and Padhi, 2003). Organizational success cannot be attained without the capability to train people on how to be imaginative, creative, resourceful and innovative (Ubong, 2007) which will later result to higher performance and distinctive advantage (Vemic, 2007). However, On-the-job training is one of the earliest forms of training and still widely in use. It is a systematic process where someone who knows how to do a task shows another how to perform it. On the job training is a way of acquiring skills, talents or knowledge through direct instruction from the top managers or superior (Behson, Eddy, & Lorenzet, 2000). On the job training is still commonly used today because it requires only a person who knows how to do the task, and the tools the person uses to do the task (Lynton & Pareek, 2000). It may not be the most effective or the most efficient method at times, but it is normally the easiest to arrange and manage (Edralin, 2004). Because the training takes place on the job, it can be highly realistic and no transfer of learning is required. It is often inexpensive because no special equipment is needed other than what is normally used on the job. Organizational success cannot be attained when knowledge are not transferred from one person to another.

2.3 Concept of organizational performance

Organizational performance is one of the most imperative measure in evaluating organizations, their activities, and environments. It refers to an actual output or results of an organization as measured against its intended outputs (or goals and objectives). Organizational performance involves assessing activities, monitor growth and make the strategic changes that will subsequently lead to the realization and achievement of corporate goals. Richard et al. (2009) organizational performance focuses on three major areas: (a) financial performance and investment; (b) shareholder expectation and economic value; and (c) production capability. Organizational performance, according to Bibhuti (2008) is the relative strength and ability of an organization to achieve corporate goals through internal work motivation, wide-ranging management style, greater commitment, employees' retention, job satisfaction and work place opportunities which have significant and important effects on corporate success. Meyer, Paunonen, Gellatly, Goffin & Jackson, (1989) added that for performance to be enhanced, organizations need to pay attention to how best employees job can be enriched and flexible to create strategic change in achieving the stated goals an objectives of the organization. However, this study has attempted to manage organizational performance using the following constructs: customers' satisfaction, organizational commitment, employees' retention, job satisfaction, capacity development and corporate success.

2.3.1 Job Enrichment versus Organizational Performance

Studies revealed that when employees' jobs are enriched, job dissatisfaction and lower commitment tends to appear. Rothwell & Kazanas (2004) discovered that the enhancement of organizational performance becomes vague the moment an employee feels displeased, disgruntled or discouraged about how things are done. Al-Nsour

(2012) examined the indispensable role job enrichment played on organizational performance. Part of these roles are internal work motivation, greater commitment, employees retention, job satisfaction, distinctive and competitive advantage, improving work place opportunities which have significant and important effects on corporate success statistically. Cherati, Mahdavi & Rezaeian (2013) added that the level of job enrichment goes a long way in determining how effective and committed a worker will contribute to organizational goal and objectives. Organizations who seeks for greater performance and distinctive advantage must give better chances for employees' freedom, autonomy, control, skill varieties and responsibility (Davoudi, (2013) which invariably helps to reduce rigidity, managerial monotony, lack of creativity and employees dissatisfaction. Employees' autonomy and control has often been seen as a strategic driving force to facilitate peaceful co-existence, affection, recognition, friendliness, freedom that are crucial for efficient performance capable of enhancing organizational effectiveness (Lawal, 2005). Jobs that are enriched to motivate employees for greater performance hence ensure organizational retention (Kinicki and Kreitner, 2003).

Furthermore, job enrichment is requisite to enhancing workers' efficiencies, innovations, capability, reasoning faculty and competence (Lynton and Pareek, 2000) which will improve organizational performance (Bowen and Ostroff, 2004, Satterfield and Hughes 2007; Kraiger, 2002) and as well help in gaining competitive edge Armstrong, (2006). It is important to note that management must be able to attempt to motivate employees by providing them enough opportunities to use all their abilities in their job and also identify the factors that contribute to increasing the level of organizational performance. By implications, the effectiveness of capacity development depends on the pattern of the job related knowledge, skills,

capability, competencies and behavior that are important for greater performance which invariably be capable of influencing organizational success.

2.4 Related Theories of Job Enrichment

Several works have been done on how to improve organizational performance and quality of workers output though formidable motivational techniques. Notably in this direction were the works of Abraham Maslow Hierarchy of needs and Fredrick Herzberg two factor theory. Job enrichment is not a new concept in the human resource practices and programmes. There is ample evidence to show that the concept of Job enrichment was rooted in Frederick Herzberg's two-factor theory (Herzberg, 1959). This theory explains the value employees placed on their work. The outgrowth of the theory emphasized the process where motivators or satisfiers are concerned with job content, while the hygiene factors or dissatisfiers are more concerned with the environment in which the job is performed. The motivators focused on the factors responsible for producing attitudes or job satisfaction which includes the opportunity for task completion, for seeing results of effort and for solving problems independently. The motivators are responsible and accountable for task completion, for individual performance, and for having sufficient control to decide how and when tasks are to be completed. The hygiene factors emphasized on the effectiveness of company organization and the effectiveness with which the company's policies are administered. The hygiene factor also examined the impact an individual's personal life may have on job performance; and how the supervisor relates to subordinates (Frederick, 1966). On the basis of his research, Herzberg concluded that absence of various job conditions tends to dissatisfy employees. When present, such job conditions do not act as significant employees' motivators (or satisfiers). On the other hand, another set of job

conditions, when present, tends to result in employee satisfaction (or motivation). The ideological orientation of the Fredrick Herzberg on job enrichment has been harmonized by Hackman and Oldham in 1975 who propounded the Job Characteristics Model (Hackman & Oldham, 1976). The hygiene factors can be equated to the first two hierarchy of needs (the physiological and safety needs) propounded by Abraham Maslow while the motivators are related to the last three needs (social needs, esteem needs and self-actualization needs).

2.5 Hypotheses

This paper raised the following hypotheses:

H₀₁: That the core job dimension does not significantly influences organizational performance

H₀₂: The greater the level of employees' influence in the work environment (job depth), the lesser the organizational performance

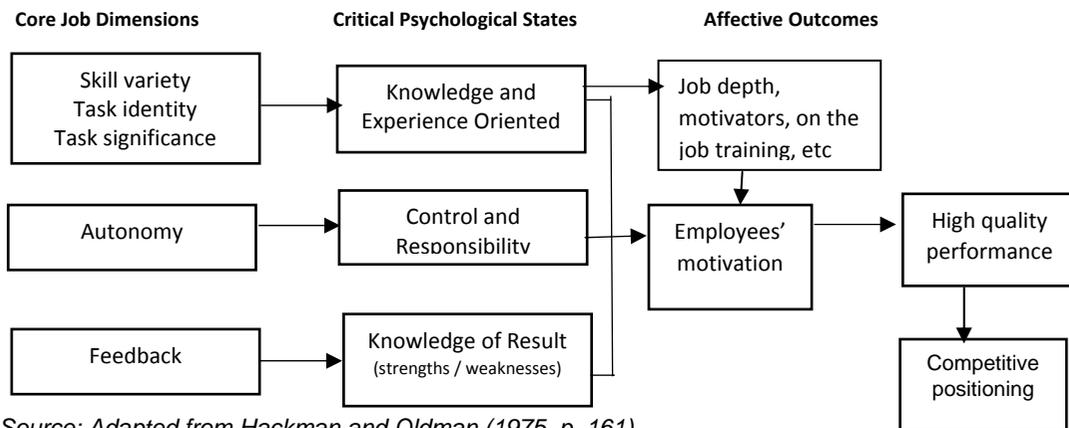
H₀₃: There is no significant relationship between motivators and organizational performance

H₀₄: There is no significant relationship between on the job training and organizational performance

2.6 Research Model

This study focused on the relationship between the elements of job enrichment and organizational performance using some selected public universities in Nigeria. Researches indicated that most of the studies on job enrichment are supportive of many aspects of the model (Behson, Eddy, & Lorenzet, 2000; Fried & Ferris, 1987; Humphrey, Nahrgang, & Morgeson, 2007; Johns, Xie, & Fang, 1992; Miner, 1980; Zaccaro & Stone, 1988).

However as obtained in the literature reviewed above, we proposed the following model depicted in figure 1.



Source: Adapted from Hackman and Oldman (1975, p. 161)

Figure 1. A Conceptual Model

3. Research Methodology

The present study was conducted this year (2014) using universities situated in Ogun state metropolis, Southwest, Nigeria, with a capacity of 4 universities. These universities are Federal University of Agriculture, Abeokuta; Olabisi Onabanjo University, Ago-iwoye and; Tai Solarin University of Education, Ijebu ode.

The descriptive research design was adopted. The questionnaire was randomly distributed to non-teaching staff in the vice chancellor's office, registry, bursary, physical planning, works and services, farms and those in the colleges and centres and other units of the selected university in of Ogun state. The survey sample size was two hundred and eighty (280) and out of which 197 questionnaires

were duly filled and returned. Self-administered questionnaire was adopted as instrument in order to obtain adequate and valid data for the study. The questionnaire was in two parts: the first part tends to obtain relevant demographic characteristics of the respondents, while the second part contains the items used in collecting data regarding the observed variables that were based on a 4-point Likert scale. The responses obtained were subjected to some analyses with the use of Statistical Package for Social Sciences (SPSS) and adoption of t-Test with ANOVA method.

4. Results and Discussion

The data set for this survey as illustrated in Table 1, comprises of one hundred and ninety seven (197) respondents. From table 1 above, it was evident that 59.9% of the respondents were males while 40.1% were females.

Based on the age differences of respondents, it was also revealed that 51.3% who has the largest percentage were categorized within the age group of 40 – 49 years, which is an indication that the respondents are energetic and active members to assume more responsibilities members in the organization. Based on the respondents' marital status, it was evident that the married are with the highest number. Evidently, the table also show that respondents with less than 5 years work experience were 26.4%, 6-10 years' work experience took a share of 74.1%, which could be referred to as the largest group of the studied respondents, however, respondents with 11years & above of work experience took a share of 25.9%. It is expected that employees who have stayed in the organization longer than the others should have a better understanding, skills and knowledge of enriching their jobs.

Table 1: Respondents Demographic Characteristics

	Variables	Frequency	Percent (%)	Cumulative Percent
Sex	Male	118	59.9	59.9
	Female	79	40.1	100.0
	Total	197	100.0	
Age	18 – 29 years	11	5.6	5.6
	30 – 39 years	54	27.4	33.0
	40 – 49 years	101	51.3	84.3
	50 yrs & above	31	15.7	100.0
	Total	197	100.0	
Marital Status	Single	23	11.7	11.7
	Married	138	70.0	81.7
	Others	36	18.3	100.0
	Total	197	100.0	
Length of Service	0 – 5 years	52	26.4	26.4
	6 – 10 years	94	47.7	74.1
	11yrs & above	51	25.9	100.0
	Total	197	100.0	

Source: Field Survey, 2014

The skewness and kurtosis are of primary important because they are indicative of extent to which variables are

not normally distributed. Kline, 1998 posited that skewness above 3.0 and kurtosis above 10 indicate serious

departures from normality in a distribution. With this criteria, none of the variables posed any problem of normality. However, from table II, skill variety has played a vital role. Employees are allowed to use different type of skills to perform my task. (Mean = 3.6904; SD= 0.62316). The role of task identity cannot be under estimated as most of the staff adduced that complete every task I embark on (Mean= 3.6853; SD= 0.53684). In addition, most of the respondents agreed that task significance has contributed immensely to their commitments. This reflected when most of the respondents acclaimed that organization recognizes and appreciate their efforts (Mean= 3.7005; SD= 0.53132). Meanwhile it was also discovered that the level of autonomy significantly affect the performance of the employees. It was observed that majority of the respondents reiterated that they have the freedom and liberty to decide how best to perform their task (Mean=

3.6954; SD= 0.46140). The implication of this is that as the core job dimension elements of job enrichment is enhanced, there is a high likelihood that employees and organizational performance will also increase. Kotila (2001) pointed out that if these five job characteristics are present in any job, three psychological states critical to motivation are produced. This includes experienced meaningfulness to work, responsibility for work outcomes and knowledge of results. Invariably, he argued that with this, five positive results will be achieved and they: internal work motivation, job satisfaction, growth satisfaction, low absenteeism and high quality performance. Therefore, it would be concluded that core job dimension (skill variety, task identity, task significance and autonomy) have significant effect on employee performance and organizational effectiveness.

Table 2. Descriptive Statistics of respondents on the effects of core job dimension on employees performance

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
I am allowed to use different type of skills to perform my task.	197	3.6904	0.62316	0.388	-2.097	0.173	4.052	0.345
I always complete every task I embark on.	197	3.6853	0.53684	0.288	-1.883	0.173	4.892	0.345
The organization recognizes and appreciate my efforts.	197	3.7005	0.53132	0.282	-1.993	0.173	5.414	0.345
I have the freedom and liberty to decide how best to perform my task	197	3.6954	0.4614	0.213	-0.856	0.173	-1.281	0.345
Valid N (listwise)	197							

Table 3. Descriptive Statistics of Job Depth on Organizational Performance

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
I received commendation from management for task well executed.	197	3.6548	0.71617	0.513	-2.074	0.173	3.458	0.345
I receive commendation from co-workers for executing tasks successfully.	197	3.3503	0.99702	0.994	-1.124	0.173	-0.281	0.345
The task i performed facilitate personal growth.	197	3.6396	0.51215	0.262	-1.158	0.173	1.701	0.345
My salary motivates me to accept more responsibilities.	197	2.8426	1.04031	1.082	-0.229	0.173	-1.278	0.345
Valid N (listwise)	197							

Table 4. Descriptive Statistics of Respondents on the effects of Motivators on Organizational Performance

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
I outlined the tasks and activities to be performed myself	197	3.5482	.60942	.371	-1.006	.173	-.002	.345
I schedule the procedures in carrying out my job	197	3.5178	.59414	.353	-.806	.173	-.323	.345
I effectively perform the tasks that contributes to the growth of the organization	197	3.6193	.55534	.308	-1.477	.173	3.233	.345
I make worthwhile contributions to the growth of the organization	197	3.5228	.79907	.639	-1.773	.173	2.553	.345
Valid N (listwise)	197							

Table 5. Descriptive Statistics of Respondents on the effects of on job training on Organizational Performance

	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
With the training received, I perform tasks without supervision.	197	3.5482	.79793	.637	-1.559	.173	1.187	.345
I provide solutions to problems encountered in the task process.	197	3.6345	.72028	.519	-1.805	.173	2.028	.345
The training i received on the job has helped to improve my skills, abilities and performance	197	3.5838	.62216	.387	-1.735	.173	4.055	.345
Valid N (listwise)	197							

Table 3 revealed the influence of job depths on organizational performance. Most of the respondents clearly stated that they outlined the tasks and activities to be performed themselves (Mean= 3.5482; SD= 0.60942). Some adduced that they schedule the procedures in carrying out their job (Mean=3.5178). Meanwhile, most of the respondents in another question explained that they effectively perform the tasks that contributes to the growth of the organization (Mean= 3.6193; SD= 0.55534). The significant role of job depths is also reflected when most of the respondents posited that they make worthwhile contributions to the growth of the organization (Mean= 3.5228; SD= 0.79907). The study revealed that there was a positive correlation between job depth elements and organizational performance. It was observed that the components of job depth is low in the present task structure of the staff of the selected tertiary institutions. This position is in agreement with Herzberg (1996) in his work on job satisfaction and job dissatisfaction factors which rated high work condition as one of the factors that could lead to extreme job dissatisfaction while responsibility on the other hand was rated as one of the factors that could produce extreme job satisfaction. These two factors explain the extent to which the issue of planning and controlling of work performed is the responsibility of the workers. Lewis, et al., (1999) also supported that to increase job depth is to further enrich a job. Therefore, it would be concluded that job depths have significant effect on employee performance and organizational success.

Table 4 revealed the influence of motivators on organizational performance. Most of the respondents clearly affirmed that they only received commendation from management for task well executed (Mean= 3.6548; SD= 0.71617) and the task performed facilitate their personal growth (Mean= 3.6396; SD= 0.51215). In another question, most of the respondents pointed that the organization does not encourage commendation from

co-workers for executing tasks successfully (Mean= 3.3503) and at the same time almost the same no of respondents stated that their salary does not motivates them to accept more responsibilities (Mean= 2.8426; SD= 1.04031). The findings acclaimed that there was no correlation between motivators and organizational performance. The implication of this findings is that monetary reward and other hygiene factors do not stimulate workers in the selected universities to a high level of performance. Consequently, their reactions to it was negative. Motivators according to Herzberg (1996) comprised of five items which are rated on increased order scale. These items are growth, advancement, responsibility, recognition and achievement. He stated that the presence of these factors in any work would produce job satisfaction (satisfiers) and the absence of the factors leads to increased absenteeism, labour turnover and low productivity. Stoner, Freeman and Gilbert (2004) in line with the view of Herzberg that hygiene which affects the context in which the work is conducted only produce job dissatisfaction, which are the major causes of inefficiency and ineffectiveness. They stated that these factors are often identified in every work while those of the satisfier (motivator) which are related to the job content are not found in every work but they produce job satisfaction, improved performance, efficiency and effectiveness. Therefore, it would be concluded that motivators have significant effect on employee performance and organizational success.

Table 5 also indicated the influence of on the job training on organizational performance. Most of the respondents clearly stated that the level of training received has helped them in performing tasks without supervision (Mean= 3.5482; SD= 0.79793) while some respondents were convinced that the training received on the job has helped to improve their skills, abilities and performance (Mean= 3.5838; SD= 0.62216). The study revealed that there was a significant effect of on the job training on employees'

performance. Lewis et al., (1995) described on the job training as a training conducted while employees perform job related task, they stated that this training is the most direct approach and offers employees the quickest return in terms of improved performance and that it is very essential for maintain a very high performance level of diverse workforce. Cole (1997) added that that some methods of on the job training stimulates improved performance. These are job instructions, learning from experience, delegation, seminars, workshops, conferences and symposia. Therefore, it would be concluded that on the job training have significant effects on employee performance and organizational success.

5. Managerial implications and conclusion

The result of the findings revealed that there are positive correlation between job depth, on the job training and core job dimension elements of the job enrichment and workers/organizational performance while there was no correlation between motivators' elements and performance. This implies that any efforts to increase the composition of the above mentioned three elements which have positive correlation with performance in the present task structure of the workers will consequently reduce job dissatisfaction and increase organizational performance in the tertiary institutions. The study however revealed that the composition of these elements are low in task structure of the staff of the universities which explains while some staff members described their work as being dissatisfied, boring, repetitive and boring. This study supports the notion that the more opportunities for achievement in a job, the

more satisfied the incumbents would be as majority of the respondents indicated satisfaction with their jobs as a result of the perceived adequacy of the opportunity for achievement. It could be adduced that with increased opportunities for achievement, employees will be able to put into use those skills, knowledge and abilities acquired both on and off the job. Hence, increased recognition of task significance will stimulate the employees to further raise their commitment towards the attainment and realization of the goal and objectives of the the institutions/organizations. Organizations should therefore formulate and implement policies that will make co-workers to be commending their efforts for executing tasks successfully as this may be a motivation and challenge to those who perform below expectations. The salary of workers should also commensurate their efforts so as to increase their morale and commitment. As it is popularly known that *happy workers are most times the most productive workers*. Management should introduce more of job enrichment programmes such as vertical loading and quality management into the task structure of the staff in the tertiary institutions. These programmes will give some discretion to the job holders to contribute to the setting schedules and planning work activities. It will also embrace new ideas on possible new or alternative methods for completing the task as well as creating opportunities for job holders to monitor the quality and rate of performance. Where individual job holder is held accountable for the success or failure of his/her performance, quality job would be stimulated and the overall organizational performance would increase.

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